



Skyline College

SKYLINE PRU Report

2023 - 2024

SKY Dept - English

Christopher Gibson

Ch Gibson

12/21/2023

Assessment Unit Information

Program Type

Instructional

Division

Language Arts (LA)

Assessment Contact

Lucia Lachmayr

Comprehensive Program Review

2025 - 2026

Program Review Update

Fall 2021, Fall 2023

SKY Instructional Program Review Update

Submitter Name:

Katie Hern

Submitter Date:

11/15/2023

DIVISION:

Language Arts (LA)

PROGRAM NAME:

English & Literature

YEAR OF REVIEW:

2023-2024

1. STUDENT LEARNING OUTCOMES

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed in the last three years?

Number of Course SLOs:

57

Percentage:

33

ii. Which course(s) were assessed in the last three years?

English 100; English 105; English 110; Lit 267: Filipino American Literature; Lit 232: British Literature II; Lit 101: Contemporary Literature. Depending on our literature rotation for any three-year cycle (in addition to literature courses that may be cancelled due to low enrollment), the English Department may not run all of its courses over an assessment cycle. Over the past three-year cycle, we ran 20 of our 26 courses, and some of our literature courses ultimately weren't assessed as they were cancelled for low enrollment.

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.

English 110: Information Literacy; Lit 232: Effective Communication; English 100: Effective Communication; English 100: Lifelong Wellness; English 105: Lifelong Wellness.

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?

English courses are assessed in the spring of each academic year, and we spend the fall semester examining results in order to determine the particular skills we would like to address as a department, along with the pedagogical strategies we would like to employ in an effort to improve our students' success and performance. As a result, in the first or second meeting of the fall semester we examine our assessment results as a department, and then we determine if we need to dedicate any of our meeting time to particular skills or teaching strategies in order to improve student success. As a result of this practice, we have spent time improving our shared grading rubric; we have assessed the affective domain using pre/post testing; we have

SKY Instructional Program Review Update

dedicated professional development to improving our success with Latinx students; we have dedicated meeting time to sharing course texts that we believe are especially effective in the classroom; and we have spent meeting time focusing on skill shares around particular thematic issues.

2. CURRICULUM

Please indicate whether the following tasks have been completed:

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Not Applicable

Updated the program website with new and/or changed PSLOs after they are published in the College Catalog

Not Applicable

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

3. ADDITIONAL INFORMATION

Related Documents

[English PRU F2023 Question 3.docx](#)

4. The last step is to review the multi-year program goals, update their status, and add resource requests as needed. You can access program goals from the hamburger menu in the upper-left hand corner, Step 2: Goals and Resource Requests.

GOAL

Expand Zero-Textbook-Cost Course Offerings in English

Goal and Desired Impact on Students

Support greater degree attainment, especially among lower-income students, by revising the department's free online writing handbook, expanding our zero-textbook cost offerings (ZTC), and creating a ZTC degree pathway

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Because English composition courses are needed for virtually *any* degree, Skyline's ZTC effort has prioritized English to receive state and local ZTC funding to support this goal.

In spring 2024, we will use ZTC funding to migrate the department's free online writing handbook to an open educational resources platform from its current home, an unstable district web drive that is being eliminated.

From Fall 2024-Spring 2026, the department will develop Canvas shells for multiple thematic sections of English 100/105, English 110, and English 165. This will include identifying ZTC texts and creating major assignments and sample class activities serve as a "starter kit" for anyone teaching the class, especially part-time faculty hired close to semester and recent graduates who are new to teaching.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Antiracist and Equitable Institution: X
- Increased Student Enrollment: X
- Student Support and Resources: X

GOAL

Boost Success and Reduce Equity Gaps

Goal and Desired Impact on Students

2023-24

Boost overall course success rates and reduce racial/ethnic equity gaps through ongoing professional development, identification of practices that support/impede student success, and faculty supporting each other through open classrooms, mentoring, and collaboration; focus especially on students of African descent and Pacific Islanders

2022-23

Boost overall course success and reduce equity gaps among historically/disproportionately impacted racial/ethnic groups.

Boost overall course success and reduce equity gaps among historically/disproportionately impacted racial/ethnic groups.

Narrative: Given the recent data we were shown by the PRIE office at the beginning of the semester that showed we still have equity gaps in the success of several historically disproportionately impacted groups, especially African American students, we realized we needed to address this social justice issue in a more aggressive manner. We need to go further in our exploration of our pedagogy, practices, and procedures so that we can address these equity gaps in order for all of our students can achieve the academic excellence they desire and deserve.

What do we want to know?

1. Success rate variation across sections
2. Racially/ethnically disaggregated success data from individual teachers' sections
3. Survey students to see what they need from us

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

What will we do? For the academic year, 2021-22, we will:

2. Examine classroom practices
3. Look at texts & syllabi to make sure they are culturally relevant & responsive.
4. Interdisciplinary classes (Ethnic studies + English OR History + English classes, etc&).

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Antiracist and Equitable Institution: X
- Student Support and Resources: X

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

STATUS

Goal Status Date

10/27/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

Goal Status Narrative

This is the program goal we have worked on most extensively, and we will be carrying the goal forward for continued work. During the last year, the English department has taken the following actions:

" Each instructor received a data packet from PRIE with their own success rates, disaggregated by race/ethnicity, to identify our areas for improvement.

" We focused on Latino student success in 2022-23 and enlisted the statewide Puente Project to deliver a professional development series of 3 workshops.

" We identified grading policies as a key area for equity-focused attention, Dean Chris Gibson purchased copies of the book Grading for Equity for every faculty member, and we have had several sessions on this topic during department meetings, and several English faculty participated in a CTTL book group on the topic.

" We identified grading on a 0-100 scale as a key driver of inequity and made a departmental commitment to shift to alternative approaches in 2023-24, such as 0-4 scale, 50-100 scale, and contract grading.

Plans for 2023-25

We are focusing on the following professional development activities, with particular focus on students of African descent and Pacific Islander students, who have consistently lower success rates in our classes:

We will offer a faculty Community of Practice on high-challenge, high-support, equity-minded pedagogy in Spring 2024.

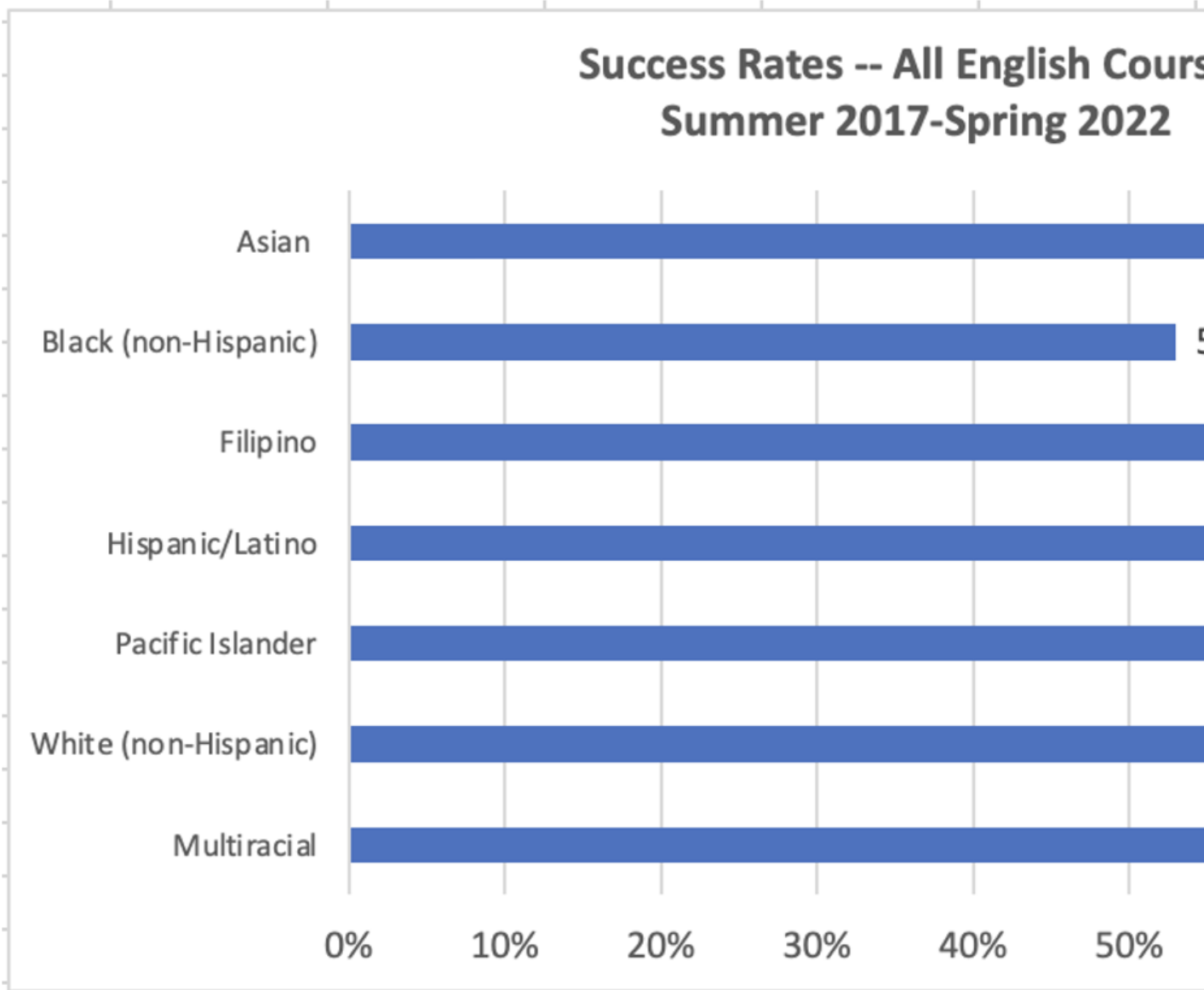
We will use AB1705 funding to pay for up to 15 faculty to participate in an online course in Grading for Equity.

We will increase cross-faculty collaboration to share effective practices, such as through open classrooms, mentoring, and ZTC efforts.

We are not submitting a new resource request for this goal because the English department has secured approximately \$37,000 of AB1705 funds for these efforts. We will likely need further resources for 2024-25 and beyond. Our anticipated request for a new full-time position in 2025-26 will also be key to achieving this goal.

Equity Gaps in Course Success

While all racial/ethnic groups have made large completion gains, equity gaps remain in course success rates, especially for Pacific Islanders and Black students.



Skyline Student Population
Asian = 17.9% Black = 2.6% Filipino = 19.6% Hispanic = 33.5% Pacific Islander = 0.1%
Not represented in graph: American Indian/Alaska Native (< 1%), U.S. born

Source: P

GOAL

Create comfortable, learning-centered classrooms by replacing old furniture

Goal and Desired Impact on Students

We need furniture that accommodates a wider range of body sizes and is easily moved around for both collaborative and individual activities.

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

We need to secure the resources to update classroom furniture. The estimated cost of replacing the furniture in four classrooms (7-109, 8-319, 8-118, 8-117) is approximately \$110,000.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Antiracist and Equitable Institution: X
- Thriving Environment: X

Resource Request

Division Name

Language Arts (LA)

Year of Request

2023 - 2024

Resource Type

Instructional Equipment

Resource Name

Update classroom furniture

Resource Description

We need furniture that accommodates a wider range of body sizes and is easily moved around for both collaborative and individual activities.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This goal contributes to our master plan goal 1 re: being an equitable institution and goal #5 re: fostering a thriving learning environment. The current desks are too small for people with larger bodies, and they are cumbersome to move into different configurations (e.g., group work, individual work during exams). The English rooms that need updating: 8-109, 8-319, 8-118, 8-117.

Cost

110,000

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

GOAL

Strengthen the English Major Program

Goal and Desired Impact on Students

Strengthen the English major program to better serve our local Skyline students. 2021. 5% increase in Skyline English majors.

Narrative: Skyline College's English program has been lackluster for many years, especially in comparison to the more robust English major programs at our sister colleges. We feel this does a disservice to our students who may be interested in English as a major as they have few opportunities to take classes here at the college and want to foster a place where students have access to quality curriculum as an avenue for academic success on their home campus.

What do we want to know?

1. Identify low enrollment issues
2. How to remedy comp load complications, i.e. complications with mixing comp and lit load
3. How to determine student interest in the program (through survey, emails, questionnaire)
4. How do we use social media to promote, and encourage interest in, the English Classes/ Program
5. Determine how many English majors are taking classes at sister schools who might prefer taking classes at Skyline
6. What are Canada and CSM doing to foster their English program?

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

What will we do?

- 1) Connect to career programs, learning communities, GE pathways, Jump Start, etc.
- 2) Strengthen connections to other colleges // high schools pathways.
- 3) Address holes in our course offerings: Native American lit., Shakespeare, etc.
- 4) Improve outreach with students (website, advertising, etc.)
- 5) Connect with marketing to promote and share information about the courses (video for students to show career options).
- 5) Provide intentionality about what we offer and how we offer it
- 6) Build relationships with counseling
- 7) Improve literature assessment
- 8) Develop measurable outcomes and benchmarks
- 9) Set up information table/ Plan class visits with presentations
- 10) Plan creative writing // Talisman // Reading series
- 11) Build community within the department.
- 12) Build connections with other departments: art, ethnic studies, history, etc.
- 13) Create a Club for English majors
- 14) Promote "One book" initiative for whole campus (sim. to #12).

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Student Support and Resources: X

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Student Success and Equity: X

STATUS

Goal Status Date

09/02/2022

Academic Year Updated

2023 - 2024

Goal Status

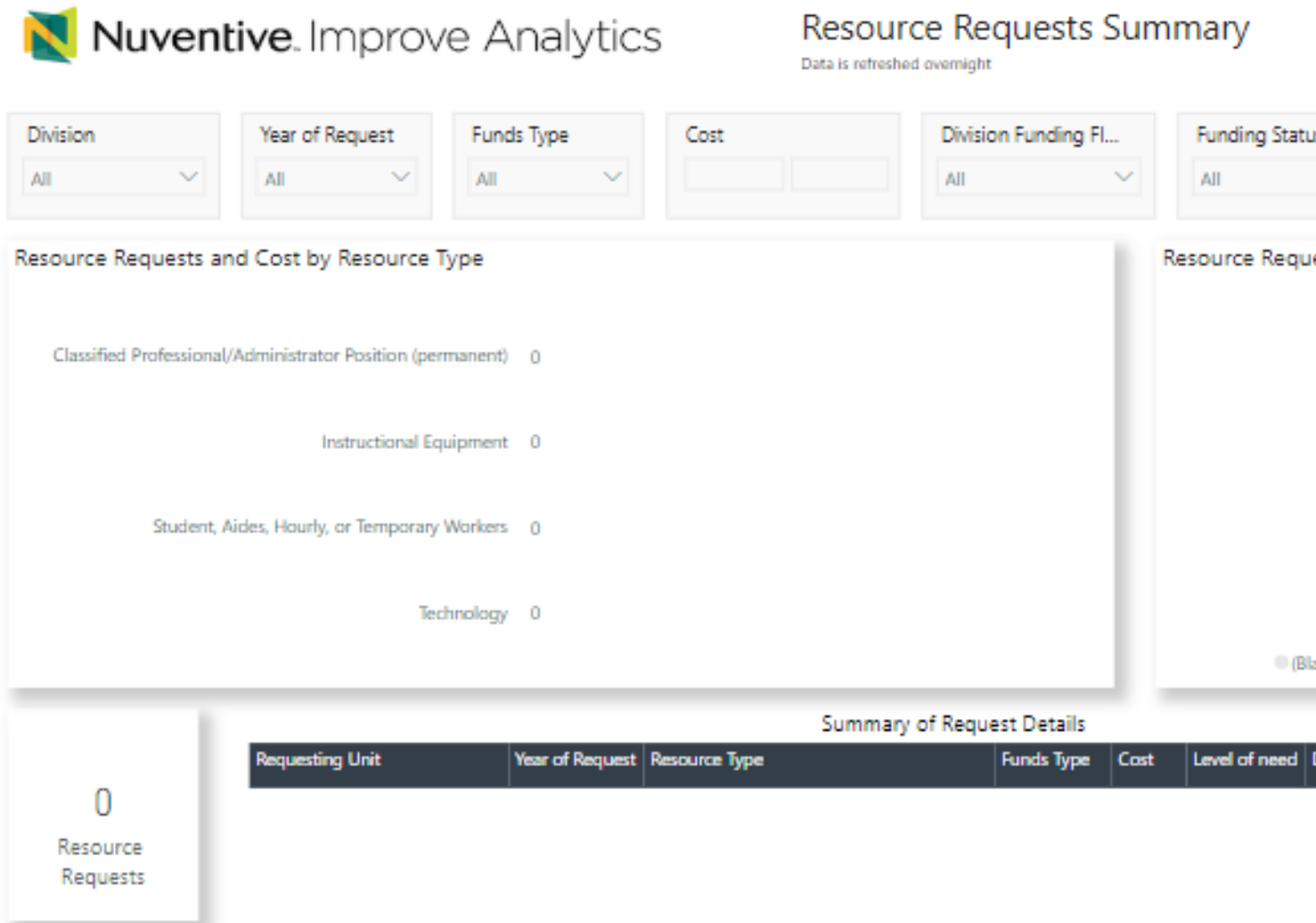
On Hold

Goal Status Narrative

We took several actions to strengthen the English major program for local Skyline students:

- " We tailored course offerings for greater student appeal, emphasizing literature by people of color, deactivating the Shakespeare course, and reactivating the queer literature course.
- " We coordinated with SMCCD sister colleges so that our literature offerings do not compete for enrollment.
- " We worked on the college-wide GE pathways effort as a strategy for drawing students to literature courses.
- " We have worked on advertising literature classes better.
- " We offer late-start sections for students with schedule gaps to fill, and we teach literature classes online to increase enrollment.
- " We studied enrollment in our lit courses and learned that they are, in fact, mostly serving SMCCD students. While the English major program remains smaller than we would like, we have decided to put this goal on hold while we focus on other department goals for the next two years.

Optional Tables & Graphs



GOAL

Use Remote Learning Data to Strengthen All Modalities of Teaching
Goal and Desired Impact on Students

Study best practices and data regarding pandemic online instruction to diversify and strengthen all modalities of teaching in order to improve student learning and success, while providing flexibility for both students and faculty. 2021. Improved teaching strategies.

2. Identify/develop a clear framework for different models of hybrid/online classes
3. Work with PRIE to get data on student online learning experiences
4. Run hybrid course pilots to practice teaching strategies in real-time--
https://drive.google.com/?usp=docs_web
5. Run a community of practice and share our findings with the larger college community

Narrative: Given our move to online instruction during the pandemic, and in spite of the many challenges, we have found that there were many useful and valuable resources and pedagogical practices we can continue to use and develop. To follow Skyline's "students first" philosophy, we would like to explore those practices that allow for maximum learning and success for our students via best practices in equitable, adaptive, and flexible teaching strategies to meet our students where they are so they are given every opportunity to excel.

What do we want to know? For the academic year, 2021-22, we will:

- 1) Explore what can we do with hyflex and hybrid models?
- 2) What have we learned from a time of ubiquitous online learning?
- 3) In what way and how can we implement these course formats?
- 4) What considerations can be made for more flexible learning/work conditions?
- 5) Have students and faculty been asked for their preferences?
- 6) In what ways can we make everyone's lives easier?
- 7) What skills and groupwork strategies can be used to serve a variety of student experiences?
- 8) How can these practices help us with retention and student success?
- 9) How can we continue to use online learning tools regardless of modality?
- 10) How can we produce more (scheduling?) flexibility for faculty and students? How to integrate the flexibility we've had?
- 11) If instructors are able to meet with more students in office hours?
- 12) Offering weekend and evening office hours?
- 13) How to continue sharing/modeling creative presentations in online (synchronous) classes?
- 14) Offering innovative modalities to engage students outside of FTF learning.
- 15) Can hybrid models create greater space re: facilities constraints and class scheduling (e.g. enable us to move away from the M-W-F short class periods)?

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

What will we do? Over the next academic year (2021-2022), we will:

1. Collect data and evidence from student experiences (including focus groups)
2. Identify/develop a clear framework for different models of hybrid/online classes
3. Work with PRIE to get data on student online learning experiences
4. Run hybrid course pilots to practice teaching strategies in real-time--
https://drive.google.com/?usp=docs_web
5. Run a community of practice and share our findings with the larger college community

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Increased Student Enrollment: X

- Student Support and Resources: X
- SKY College Values: (X - Selected)
- Academic Excellence: X
 - Campus Climate: X
 - Open Access: X
 - Student Success and Equity: X

STATUS

Goal Status Date

10/27/2023

Academic Year Updated

2023 - 2024

Goal Status

Discontinued

Goal Status Narrative

We formulated this goal during the period of returning from pandemic online instruction, a time when we were concerned that our mix of modalities may not have been optimal. In the time since, we have monitored enrollment patterns and our own experiences in the classroom. One shift we have made is to offer primarily in-person sections of English 105 because of concerns that fully online modality does not effectively provide the kind of support students need. Overall, we are satisfied with the current mix of modalities, as well as the training and support provided by the CTTL.